



CLAY HILL MIDDLE

387 South Railroad
Ridgeville, South Carolina

Grades	6-8 Middle School	
Enrollment	139 Students	
Principal	Kenneth Pinkney	843-851-7386
Superintendent	Mr. Jerry G. Montjoy	843-563-4535
Board Chair	Mrs. Cheryl Mushrush	(843) 563-4640

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

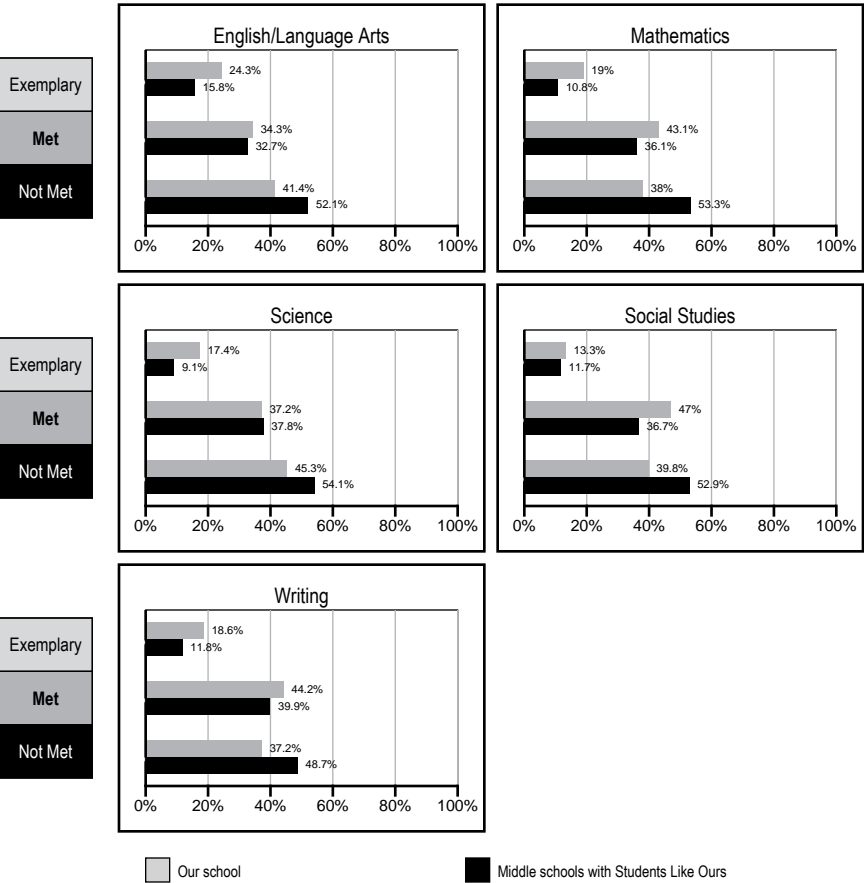
94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	26	22

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	87.5%	88.5%
English 1	100.0%	90.6%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	94.7%	88.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=139)				
Students enrolled in high school credit courses (grades 7 & 8)	41.9%	Down from 57.9%	13.7%	24.2%
Retention rate	0.0%	No Change	1.1%	0.7%
Attendance rate	95.1%	Down from 95.7%	95.4%	95.9%
Eligible for gifted and talented	4.2%	Up from 0.0%	5.1%	16.4%
With disabilities other than speech	9.0%	Down from 12.5%	14.8%	12.0%
Older than usual for grade	2.2%	Up from 2.0%	4.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	41.2%	Down from 53.8%	57.0%	58.5%
Continuing contract teachers	52.9%	Down from 61.5%	66.0%	80.0%
Teachers with emergency or provisional certificates	33.3%	Up from 18.2%	11.3%	4.0%
Teachers returning from previous year	69.5%	Up from 60.7%	76.9%	84.6%
Teacher attendance rate	94.9%	Up from 93.8%	95.4%	95.4%
Average teacher salary*	\$44,165	Down 4.8%	\$44,863	\$46,561
Professional development days/teacher	9.4 days	Up from 9.3 days	10.4 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	13.0 to 1	Down from 16.5 to 1	16.3 to 1	21.1 to 1
Prime instructional time	88.7%	Up from 88.5%	89.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	97.1%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$14,818	Up 4.1%	\$10,588	\$7,802
Percent of expenditures for instruction**	59.2%	Up from 54.4%	60.2%	63.8%
Percent of expenditures for teacher salaries**	52.7%	Up from 44.5%	55.5%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2009-2010 school year, the administration, faculty, support staff, student body, and parents conscientiously worked toward improvement in academic achievement, student character, and test scores. The Clay Hill Middle School family rejoiced when we achieved Adequate Yearly Progress for the first time since our inception. We take to heart, however, the words of Will Rogers who said, "Even if you're on the right track, you'll get run over if you just sit there." Therefore, we continued to strive for excellence in all areas of academics and personal self-esteem for students.

Two integral parts of our instructional campaign were the continuous refinement of instructional delivery to students and the continuation of our Academic Intervention program. Learning opportunities for teachers abounded through professional development and consultants. We implemented "Writing Across the Curriculum," with an increased emphasis on all teachers scoring according to the PASS rubric. Teachers received ample opportunity to coordinate lesson plans, with planning time scheduled for both grade level collaboration and intensive subject area planning with emphasis on perusal of standards and the support documents. These meetings were held out in the curriculum specialist's mobile unit, which we affectionately dubbed, "The Learning Cottage." With the help of our new assistant principal, Mr. Williams, a welcomed addition to our administrative team, and the curriculum specialist, we created and analyzed a data wall to attack our instructional weaknesses. We trusted and shared on a deeper level than previous years, allowing ourselves to give and receive constructive criticism for the greater purpose of helping our students in all academic areas. This proved fruitful as we realized an improvement in both our Absolute Rating to Below Average from At Risk status and a Growth Rating of Average for the first time in the history of Clay Hill Middle.

Beyond academics, the Clay Hill family thrived with "Jaguar Pride" this year. This character building initiative focused on a school-wide code of conduct. The Pride Pledge was recited each morning following the Pledge of Allegiance, and all students were issued 'Pride' cards on a monthly basis. This was followed up with student incentives, such as a monthly school wide activity to recognize students who exhibited good character and "Jaguar Pride." Two associated character events were "Guys in Ties Day" and "Girls in Heels and Pearls Day." Each event focused on both practical aspects of young adulthood, such as learning how to tie a Windsor knot or how to apply makeup, as well as a feeling of unity among students and staff, reinforcing the knowledge that the Clay Hill Middle School faculty and staff are accessible as well as approachable for all students. Our Parent-Teacher Association thrived this year under new leadership. This group honored teachers during Teacher Appreciation Week, as well as hosted many activities to encourage parents to become more involved in their students' education.

While we have progressed, we are still not where we would like to be and will continue to strive for higher student achievement in order to prepare our students for every aspect of the future.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	0	19
Percent satisfied with learning environment	85.7%	FORMS	78.9%
Percent satisfied with social and physical environment	92.9%	LOST IN	63.2%
Percent satisfied with school-home relations	71.4%	SHIPMENT	78.9%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.3%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	142	100	42.6	35.7	21.7	68.2	78	83.5	Yes	Yes
Gender										
Male	79	100	57.7	23.9	18.3	59.2	74.5	80.1	N/A	N/A
Female	63	100	24.1	50	25.9	79.3	81.7	87	N/A	N/A
Racial/Ethnic Group										
White	39	100	33.3	41.7	25	75	86.3	89.6	I/S	I/S
African American	85	100	45.6	34.2	20.3	65.8	73.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	100	79.6	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	57.9	85.1	I/S	I/S
Disability Status										
Disabled	12	100	N/A	N/A	N/A	9.1	44.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	92.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	100	43	35.1	21.9	68.4	75.8	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	142	100	38.8	44.2	17.1	70.5	74	80.4	Yes	Yes
Gender										
Male	79	100	49.3	33.8	16.9	62	70.5	78.4	N/A	N/A
Female	63	100	25.9	56.9	17.2	81	77.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	39	100	30.6	44.4	25	77.8	84	87.8	I/S	I/S
African American	85	100	41.8	44.3	13.9	67.1	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	90.5	78.3	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	68.4	83.2	I/S	I/S
Disability Status										
Disabled	12	100	N/A	N/A	N/A	27.3	39.3	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	92.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	126	100	36.8	48.2	14.9	69.3	71.7	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	92	97.8	44.7	37.6	17.6	55.3	58.5	67.3
Gender								
Male	50	100	57.4	23.4	19.1	42.6	57.6	66.9
Female	42	95.2	28.9	55.3	15.8	71.1	59.5	67.7
Racial/Ethnic Group								
White	25	100	33.3	37.5	29.2	66.7	77.5	79.6
African American	55	96.4	47.1	37.3	15.7	52.9	47.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	91.7	59.4
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	50	69.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	30.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	80	97.5	44.6	40.5	14.9	55.4	55.3	55.4

Social Studies

All Students	94	95.7	38.3	48.1	13.6	61.7	71.4	70.9
Gender								
Male	52	94.2	40.9	38.6	20.5	59.1	71.7	70.1
Female	42	97.6	35.1	59.5	5.4	64.9	71	71.7
Racial/Ethnic Group								
White	27	96.3	34.8	52.2	13	65.2	81	79.2
African American	55	98.2	36	50	14	64	66.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	41.7	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	43.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	85	95.3	38.9	50	11.1	61.1	68	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	142	99.3	36.7	44.5	18.8	63.3	67.9	72.1	95.1	94.6
Gender										
Male	80	100	45.1	43.7	11.3	54.9	60.5	65.2	95.2	94.6
Female	62	98.4	26.3	45.6	28.1	73.7	75.9	79.2	94.9	94.7
Racial/Ethnic Group										
White	40	100	32.4	48.6	18.9	67.6	77.2	80.8	91.7	93.2
African American	86	98.8	38	44.3	17.7	62	61.8	59.7	96.4	95.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	90.5	64.6	99.3	96.2
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	64.7	73.4	95.3	93.7
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	9.1	24.3	27.7	94.7	92.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	92.9	63.7	98.3	97.9
Socio-Economic Status										
Subsidized meals	126	99.2	36.3	46.9	16.8	63.7	64.4	61.9	95.1	94.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	53	100	38.8	46.9	14.3	61.2
	7	40	97.5	35.3	47.1	17.6	64.7
	8	55	100	52.8	34	13.2	47.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	51	100	29.5	43.2	27.3	70.5
	7	44	100	47.5	27.5	25	52.5
	8	47	100	51.1	35.6	13.3	48.9

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	53	100	44.9	30.6	24.5	55.1
	7	40	97.5	47.1	32.4	20.6	52.9
	8	55	100	47.2	41.5	11.3	52.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	51	100	25	52.3	22.7	75
	7	44	100	42.5	35	22.5	57.5
	8	47	100	48.9	44.4	6.7	51.1

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	26	100	61.5	26.9	11.5	38.5
	7	40	97.5	44.1	44.1	11.8	55.9
	8	28	96.4	66.7	22.2	11.1	33.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	25	96	39.1	52.2	8.7	60.9
	7	44	100	45	37.5	17.5	55
	8	23	95.7	50	22.7	27.3	50

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	27	100	26.1	60.9	13	73.9
	7	40	97.5	47.1	47.1	5.9	52.9
	8	27	100	56	24	20	44
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	26	92.3	14.3	66.7	19	85.7
	7	44	100	52.5	37.5	10	47.5
	8	24	91.7	35	50	15	65
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	53	100	46	34	20	54
	7	39	100	27.8	44.4	27.8	72.2
	8	56	98.2	23.1	59.6	17.3	76.9
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	50	100	22.7	43.2	34.1	77.3
	7	44	100	37.5	50	12.5	62.5
	8	48	97.9	50	40.9	9.1	50

Abbreviations for Missing Data

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